

IMPROVE YOUR SCHOOL ARRIVAL AND DEPARTURE PROCEDURES

A TOOLKIT FOR SCHOOL SAFETY COMMITTEES



ABOUT THIS HANDBOOK

The process and tools in this handbook were created by Feet First, a Seattle-based nonprofit working to ensure that all communities in Washington are walkable. The materials have been developed as part of our Safe Routes to School programming, and are informed by ten years' experience partnering with public schools. The process and materials have been vetted primarily in Seattle-area elementary schools.

This handbook contributes to Vision Zero, Seattle's Plan to end traffic deaths and serious injuries by 2030. It is being published as part of the Safe Streets, Healthy School Communities: A Safe Routes to School Action Plan for Seattle. This Action plan aims to increase safety on streets near schools through a combination of education, street improvements, encouragement, enforcement, and evaluation, and builds on work already being done through the Seattle Department of Transportation Safe Routes to School program and was produced with technical and design assistance from Toole Design Group and Cascade Design Collaborative of Seattle, Washington.



ABOUT FEET FIRST

Feet First works to ensure all communities across Washington are walkable. Since 2001, we have helped people take steps that create better places to live, learn, work, shop, and play—a world that cares about safety, health, community, and the environment.

CONNECT WITH US

206.652.2310

info@feetfirst.org | www.feetfirst.org



TABLE OF CONTENTS

Overview

Introduction	2
Purpose of this document	3
Underlying principles for success	4
Glossary of common school zone behaviors	6
What does success look like?	8

Step-by-step guide

Six steps to create an arrival and departure circulation plan	10
Step 1: Create a base map	11
Step 2: Assess the situation	13
Step 3: Brainstorm solutions	16
Step 4: Create a circulation plan and flyer	19
Step 5: Implement changes	21
Step 6: Evaluate and adjust	22

Appendices

Observation Coversheet	25
Observation Tally	26
Improvement Plan Table	28
Common Elements of a Circulation Plan	29
Circulation Plan Key and Symbols	30
Circulation Flyer Template	31
Circulation Flyer Translations	32
Communications Plan	34
Results Table	35



INTRODUCTION

Having trouble with your school arrival and departure procedures?

- Is your school zone congested and chaotic?
- Do family members wave their children across the street through moving traffic?
- Are school bus drivers frustrated by people walking or driving through the bus zone?
- Does it feel unsafe and uninviting to get to or from your school entryway on foot?

Has a student ever been hit by a vehicle in the vicinity of your school?

As fewer families walk, bike or bus, and more drive their children to school, arrival and departure procedures have become a common safety concern for schools. Too many people



want to be in the same place at the same time. High traffic volumes at schools can have the effect of discouraging people from walking, bringing still more vehicles to your school's doorstep.

One principal suspects that one of her neediest learners is regularly picked up early by a parent who wants to beat the afternoon rush. “Our traffic problem reaches into the classroom,” she laments.

A chaotic environment immediately before and after school is an educational climate issue as well as a safety hazard. Sometimes called “parent pick-up and drop-off rage,” a high-stress environment in front of the school can negatively impact the learning environment. On the other hand, more families on foot can lead to greater chances for positive interactions, community building, and parent involvement in schools.

How safe is your school zone?



PURPOSE OF THIS DOCUMENT

This handbook is about student safety

This is a step-by-step guide for school communities seeking to improve safety on their campuses during student arrival and departure times. **The intended audience for this handbook is your school safety committee** or similar group of adults invested in improving student safety before and after school.

While it is very important to have a good plan for how to drive near school, This is not a traffic engineering manual to improve the flow of cars or increase convenience for drivers, although those might be secondary benefits. The focus is on student safety throughout, which means slowing traffic down.

The guide is divided into three sections:

1. Introduction and overview
2. Step-by-step guide
3. Appendix of supporting materials*

*When viewed online, the appendices will appear as hyperlinks.

Arrival and departure is not just about drop-off and pick-up by car.

It also encompasses and prioritizes the experience of the students who walk, take the bus, or ride bikes to school. When we make the environment safer for people on foot, we improve safety for everyone, whether they are walking from home or just from the passenger seat of a bus or car.

Your school safety committee plays an advisory role to the school principal, who has the ultimate decision making responsibility for all aspects of an arrival and departure plan. It is not necessary to have engineering expertise to use this guide, though at key times we recommend that you seek out experts from your school district, traffic police, department of transportation or public works department to review your plans and decisions.



Sandwich boards can be a great tool for reducing specific safety problems.

This guide asks you to focus on safety issues above all else, and in particular, safety issues you see when students are on foot.



UNDERLYING PRINCIPLES FOR SUCCESS

Key aspects of a good arrival and departure plan

GOLDEN RULE

Separate modes of travel. Buses, cars, people walking, and young bike riders need well-defined, separated approaches to the campus. For instance, pedestrian access should not require walking through a parking lot, and drop-off and pick-up by car should be situated toward a different door than the school bus zone.

When looking comprehensively at procedures you desire, keep in mind the following rules of thumb important principles.

- The safety of students on foot is the primary goal.
- Increasing driver convenience and relieving traffic congestion often worsen conditions for pedestrians and should not be a primary focus.
- Decisions about in-school circulation (how students get to breakfast, where students are dismissed, which doors remain unlocked, etc.) should be considered together with external circulation choices.
- Pick-up and drop-off by car most often requires staffing supervision to function safely.
- Making U-turns and backing up are among the least safe things for drivers to do during busy arrival and departure times.
- Arrival and departure procedures require updates and maintenance. Make this an annual task of your school safety committee.

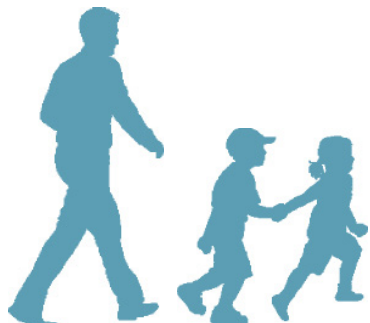
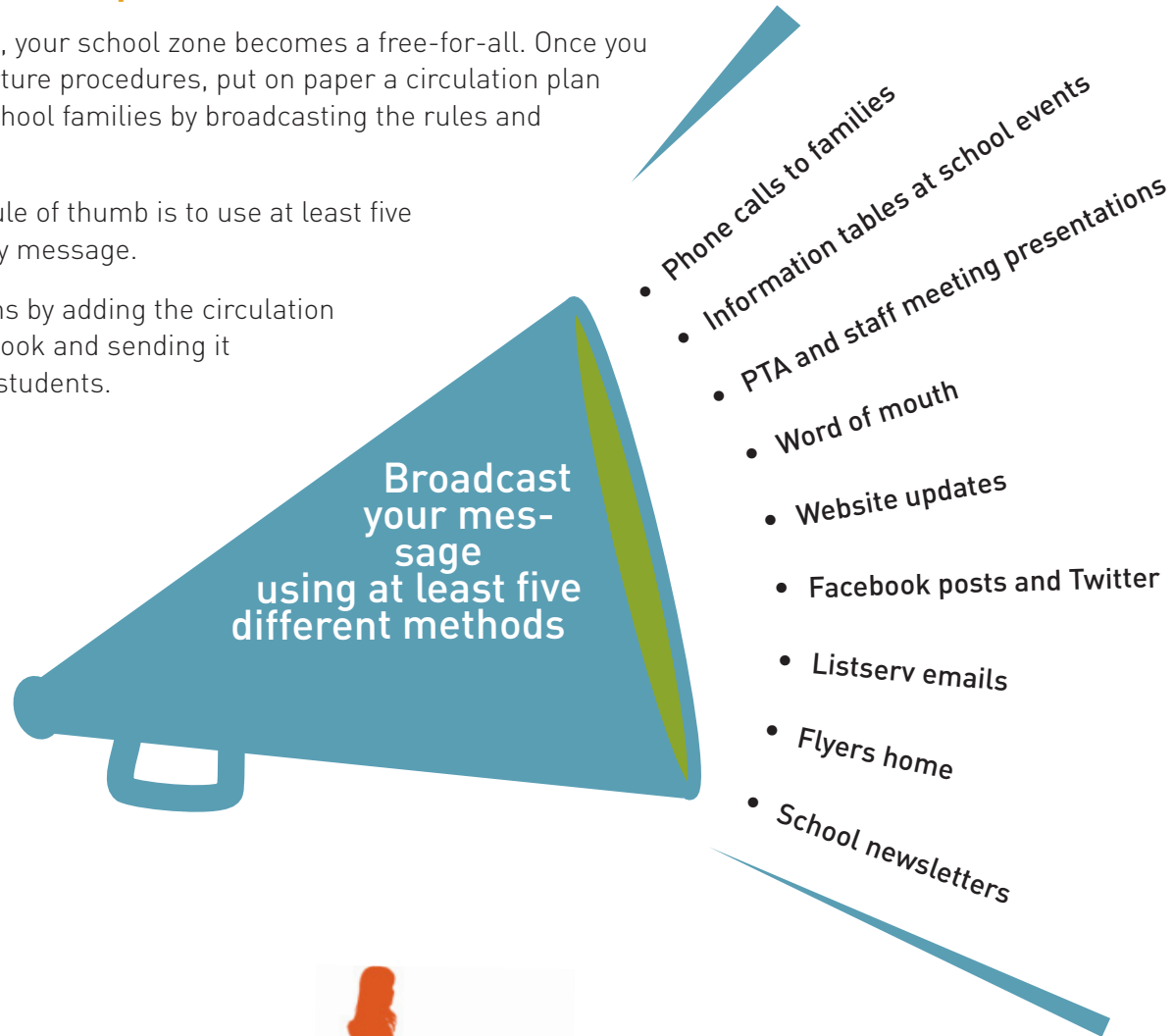


Communicate your expectations

Without strong communication, your school zone becomes a free-for-all. Once you agree to your arrival and departure procedures, put on paper a circulation plan to lay out the rules. Educate school families by broadcasting the rules and expectations clearly and often.

To reach every family, a good rule of thumb is to use at least five different ways to send out every message.

Systemize your communications by adding the circulation plan flyer to your school handbook and sending it home when you welcome new students.



GLOSSARY OF SCHOOL ZONE BEHAVIORS

Pedestrian Behaviors in School Zones

These common behaviors are ranked from the most positive to the most risky. When observing arrival and departure, counting the behaviors that concern you will help to identify and measure the severity of an existing problem and prioritize potential solutions.



Desired Behavior

Crosses at crosswalk/corner: Every intersection is a legal crosswalk unless otherwise noted, whether or not it is marked with paint. School walk routes identify the best places for students to cross.

Exits/enters curbside: When passengers exit from a car directly to the curb, they do not interact with moving traffic.



Problem Behavior

Exits/enters street side: Exiting a vehicle on the street side puts children in the way of moving traffic. The level of danger increases with the speed of traffic on that street.

Crosses street distracted: Are students walking wearing headphones or texting when crossing? The level of danger increases with the speed of traffic at the crossing.

Walks through moving traffic: This is common in parking lots and in situations where more than 2 travel lanes are used for pick-up and drop-off. In parking lots, visibility is compromised and danger increases if drivers are backing up.

Crosses midblock with adult: This often happens in cases when the main entrance of a school is in the middle of a block. Additionally, this behavior misses the opportunity to teach children to cross correctly on their own.



Highest Risk Behavior

Crosses against the signal: When schools are situated near busy roads, the school walk zone may include signalized intersections. Crossing during a "DON'T WALK" is especially risky when traffic is traveling at higher speeds.

Crosses midblock without adult: This happens when drivers stop on the far side of the street (from school property) and wave children across the street on their own. The risk of serious injury rises sharply with increased driving speeds.



Driver Behaviors in School Zones



Desired Behavior

Park and Walk: When a driver finds a legal place to park outside the school load zone and walks to/from there.

Drop-off/pick-up and go: This is usually the desired behavior in an active drop-off and pick-up zone. Drivers are asked to stay with their vehicles and pull forward as far as possible



Problem Behavior

Does not pull to curb: This can indicate a speedy or careless exchange on the part of the driver.

Uses bus zone: School bus zones are restricted to prevent people from walking between buses, and to minimize exposure to traffic for the large numbers of student passengers.

Wrong direction: Drivers do this when they approach the school on the far side of a two-way street and angle across oncoming traffic to get to the school curb. This behavior is dangerous both on the approach to the curb and the departure.

Parks within 20' of crosswalk: Parking too close to a corner or crosswalk blocks the line of sight between drivers and pedestrians, increasing the risk of collision.

Parks in load zone: This will stop the flow of a drop-off and pick-up zone, defeating its purpose and causing a domino effect of other bad behaviors.

Loads in travel lane: This is when a driver leaves a full travel lane between the curb and the car, or lets a student off next to another car.

Stops in crosswalk: This can force people walking into moving traffic, and makes walking the final stretch to school difficult and less pleasant.

Blocks sidewalk/walkway: When drivers block a sidewalk or walkway by idling in driveways or pulling onto sidewalks where a curb isn't present, they might force people to walk in the roadway.



Highest Risk Behavior

Backs up: In school parking lots, load zones, and adjacent streets, backing up is one of the riskiest driving behaviors. The combination of large cars and children make it more likely that a driver will have difficulty seeing people.

U-turn: U-turns are only legal when they can be done without impeding the travel of another vehicle or person. In busy school zones, this is rarely the case. When combined with midblock crossings, large cars and short students, this is the riskiest behavior in a school zone.



WHAT DOES SUCCESS LOOK LIKE?

Case Study: Concord International School

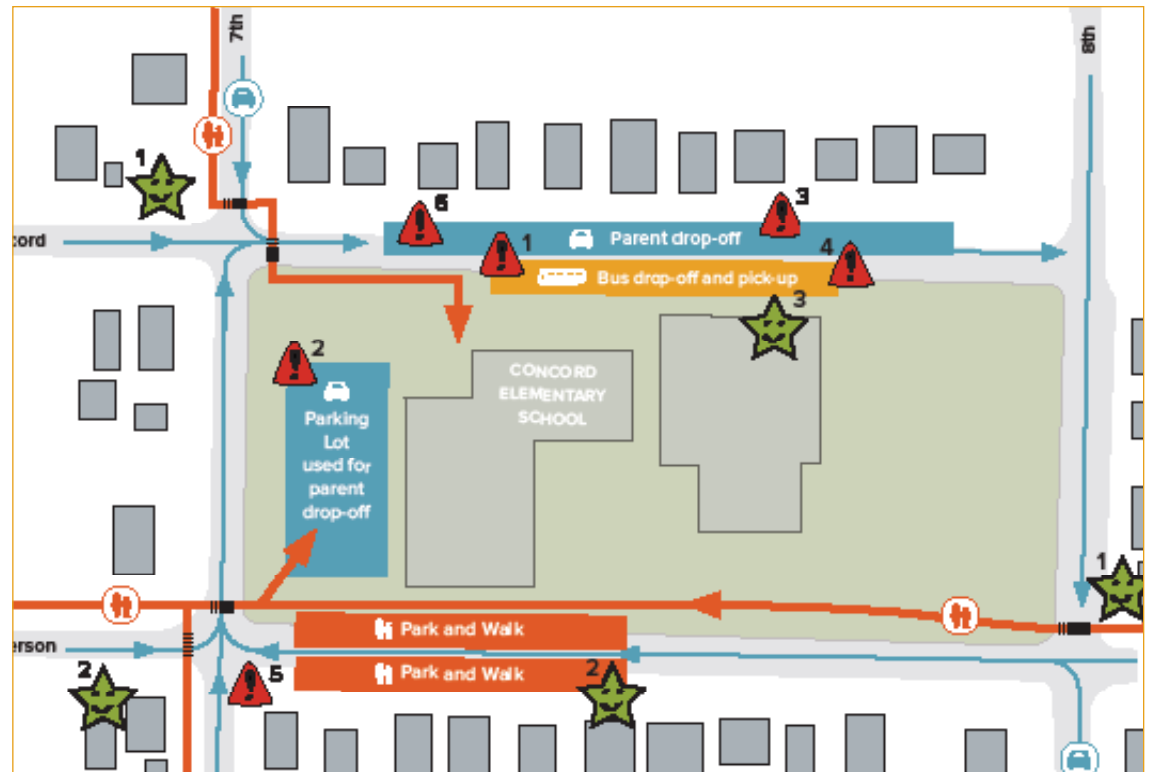
At Concord International School in South Seattle, neighbors complained about traffic congestion and “chaos” in front of the school. The community used this guide process to define and quantify the safety issues to students, and then to plan a course of action.

First, they **assessed the problem** by gathering information from the community and conducting an observation. Using the observation tools, they uncovered what “chaos” meant and identified the following high risk problems and desired activities:

Safety Problems (the numbers below correspond with the numbered exclamation marks on the adjacent map):

- ⚠️ 1. Private vehicles using the bus zone.
- ⚠️ 2. Safety issues with pedestrians walking through a busy parking lot.
- ⚠️ 3. Many mid-block crossings in front of the school.
- ⚠️ 4. Cars pulling up to the curb from the wrong direction.
- ⚠️ 5. Private vehicles parking too close to the intersection.
- ⚠️ 6. U-turns and similar maneuvers near the front door.

Assess the Problem (Before)



What is working:

- ★ 1. Existing student crossing guard locations.
- ★ 2. Existing location where parents park and walk students into the school.

The bus zone and parent drop-off and pick-up areas were both close to the same door and immediately in front of

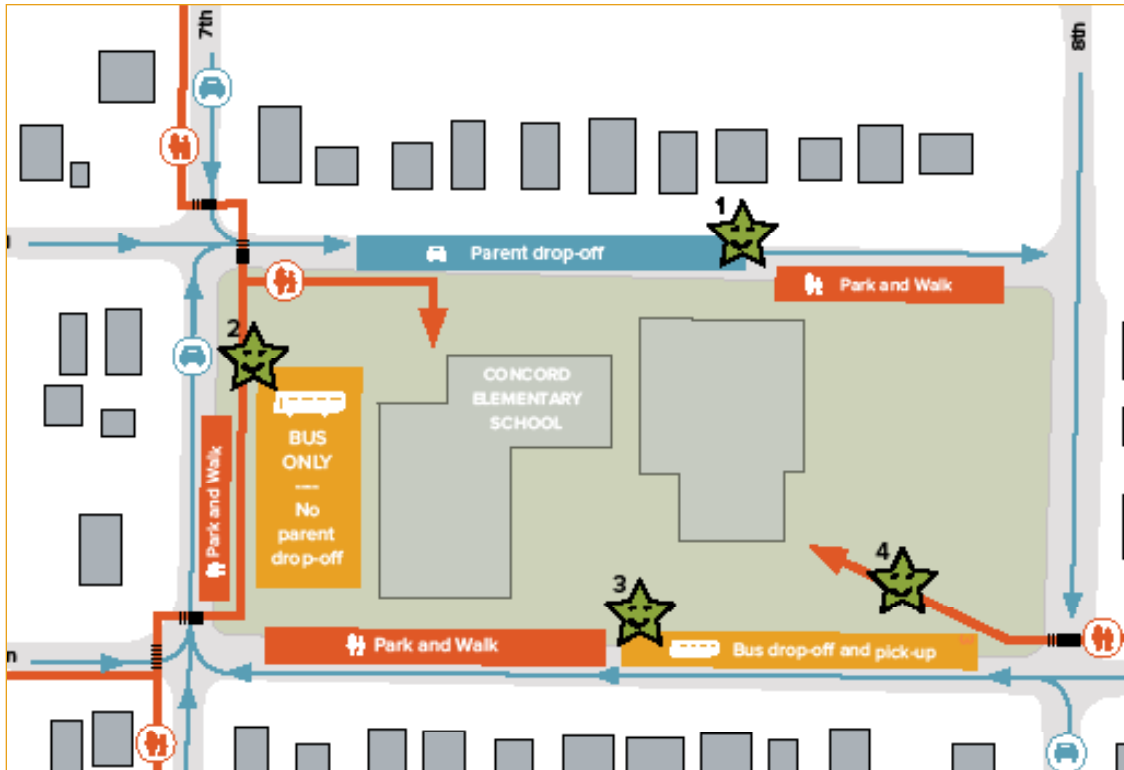
the bicycle racks. Drivers, people biking, and many walking vied for access to the same place at the same time.

Communications.

Like many schools, Concord had no written rules for student arrival and departure, other than having had the school bus zone determined by the school district.



New Circulation Plan (After)



After analyzing the results of the observation, the school safety committee met to brainstorm solutions. They immediately realized that they needed to better separate their modes of transportation by moving either the bus zone or parent drop-off and pick-up to the other side of campus. To address safety concerns for students in the parking lot, the parking lot was closed before and after school, asking drivers to park and walk instead. They reserved the lot for special education buses, which required close access to a main entrance. They continued their student patrol program at heavily-traveled intersections. They reduced wrong-way pull-ins and midblock crossings by extending their circulation plan one block out and indicating how to approach the school so as to be positioned on the correct side of the street. They informed parents who drive to always keep the school on their right.

Modifications to the Circulation Plan:

- ★ 1. Following the golden rule to separate modes of transport, parent drop-off only is on the north side of the school.
- ★ 2. Bus drop off is exclusively on the south side of building
- ★ 3. Parking lot is closed to cars and only open to special needs bus
- ★ 4. Newly opened pedestrian path through the school playground

Evaluate and adjust. At their follow-up observation, the school found that:

- Mid-block crossings were reduced from 35 to 10
- Vehicles pulling up to the curb from the wrong direction were reduced from 13 to 1.
- Safety issues were eliminated in the busy parking lot.
- Parents and buses no longer competed for space.
- U-turns and similar maneuvers near the front door were reduced from 8 to 4.

Although the situation was greatly improved from the baseline observation to the follow-up, some safety concerns persisted at the parent drop-off and pick-up area. At this point in the process, safety committees are advised to return to the brainstorming process to update and maintain a high-functioning system.



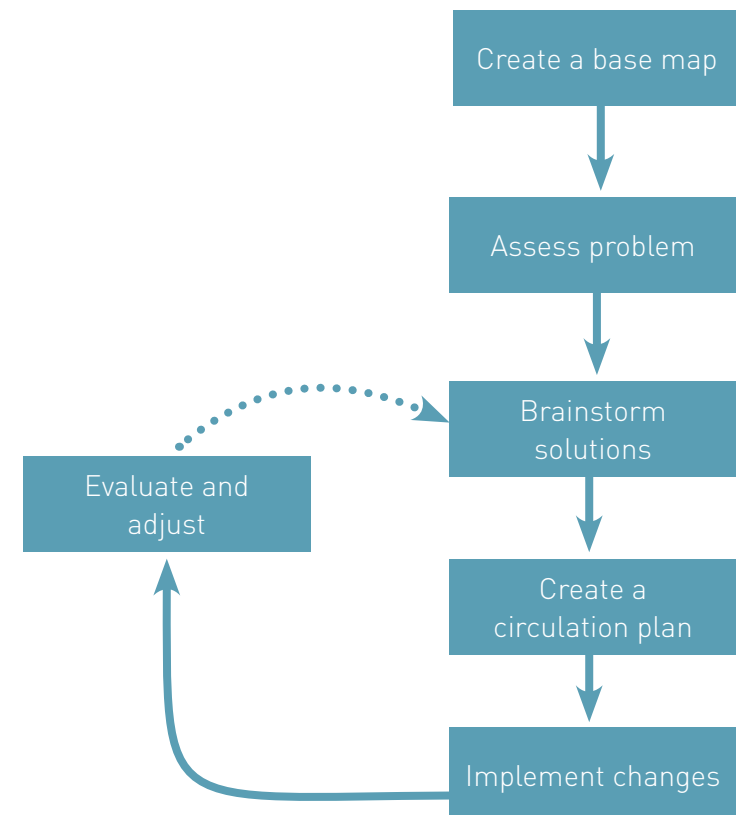
STEP BY STEP GUIDE

Six steps to create an arrival and departure circulation plan

- 1. Create a base map**
- 2. Assess the situation**
 - a. Collect information
 - b. Plan an observation
 - c. Create your observation documents
 - d. Conduct a baseline observation
- 3. Brainstorm solutions**
 - a. Bring the right people to the table
 - b. Analyze data from your observation
 - c. Make an improvement plan
- 4. Create a circulation plan and flyer**
- 5. Implement changes**
 - a. Create an implementation and communications time line
 - b. Implement the changes
- 6. Evaluate and adjust**
 - a. Compile observation documents
 - b. Conduct a follow up observation
 - c. Create a results table

A KEY NOTE ABOUT YOUR TEAM:

This guide is intended for a school safety committee or similar group. If your school principal is not already on the safety committee, be sure to involve them throughout the process. The principal has the ultimate decision-making responsibility for the plan, and is a powerful ally for promoting and implementing changes.



Step 1 Create a base map

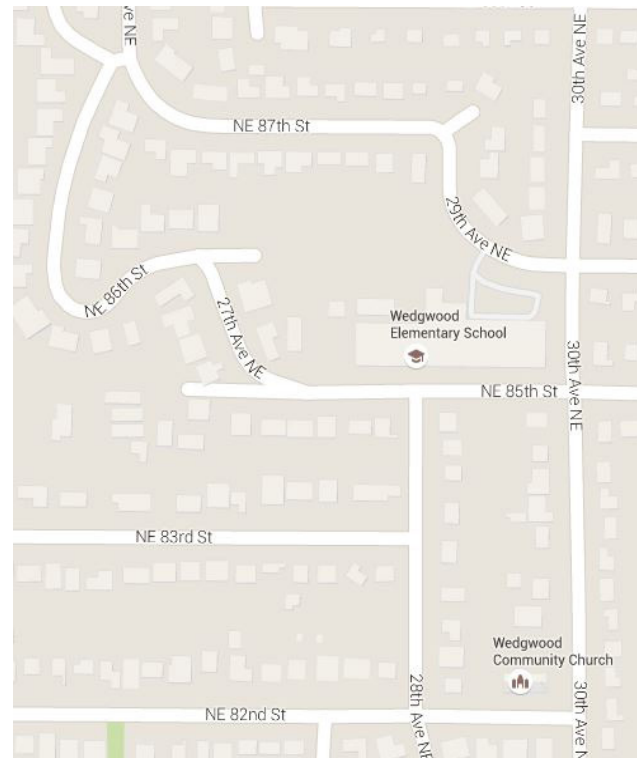
The base map is an image of your school and surrounding streets. We recommend that you work in Microsoft PowerPoint to create your base map and other images. PowerPoint is easy to use and widely accessible, giving you the advantage of being able to easily make adjustments now and in future years.

For step 1 you will need:

- Microsoft PowerPoint software
- Internet access

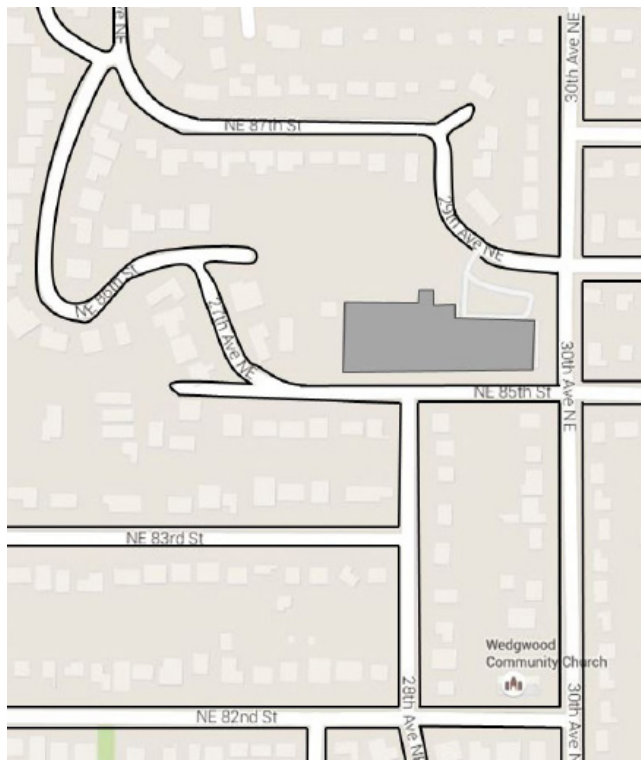
Step 1a

Find your school location in Google Maps and take a screen shot of your campus, zooming out far enough to see at least a block beyond the school. Clip and copy this image to a PowerPoint slide.



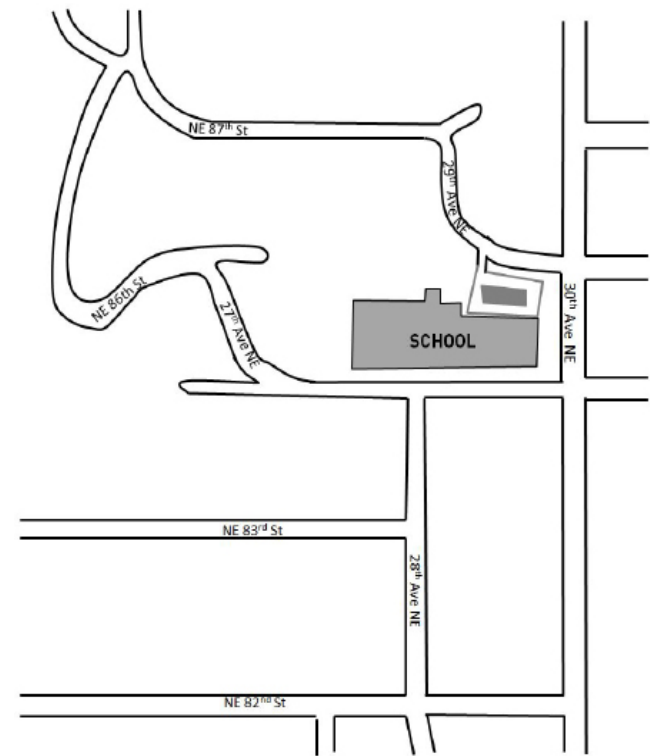
Step 1b

Insert lines and shapes to trace the streets and surround the school grounds.



Step 1c

Delete the Google map layer so that you are left with the street lines you drew. Add text to identify street names and other details.



This **Base Map** will be used throughout the development of the arrival and departure improvement process.



Step 2 Assess the problem

To assess the current situation, you will need to plan for and conduct a structured observation of the existing procedures. The observation itself (step 2d) can be done in one day and requires six to eight volunteer observers. By thoroughly planning for the observation beforehand (steps 2a, 2b, and 2c), you will set your team up for success and collect quality data to measure your progress in the future (step 6).

For step 2 you will need:

- Coversheet template
- Your Base Map (to create location illustration)
- Observation Tally template (electronic template), filled out, saved and printed separately for each location
- Refer to Glossary of Common Behaviors in School Zones (p. 6-7)
- Clipboards and pens for volunteers

Step 2a

Collect information

Get a full account of what arrival and departure procedures are like right now. Refer to the Glossary of Common Behaviors to get a sense of what to look for.

- Ask the principal, crossing guard, staff members assigned to bus duty, and families that arrive by foot, bike, or vehicle.
- Look 360 degrees around your school campus.
- Find out both what works as well as what is problematic.
- If your school already has a written circulation plan or set of rules, compare this to the current situation.
- Note your student demographics. How many students are currently enrolled? How many buses presently serve your school?
- Inquire with the school principal and staff about what works and what doesn't from their perspective about keeping students safe on campus.
- As you speak with people, invite them to be part of the solution. Keep a running list of interested individuals in addition to your safety committee members. Ask them to help with the observation and be part of the solution.



Step 2b

Plan your observation

Hold a safety committee meeting to discuss this detailed information and prepare for the observation. You will need to decide:

1. A date for the observation;
2. How many volunteers will be needed; and
3. Which locations and behaviors to observe.

You will also need to discuss how serious you think your intervention is likely to be. Getting a sense of the magnitude of the change you need to make will inform who needs to be involved along the way.

Step 2c

Create a location illustration

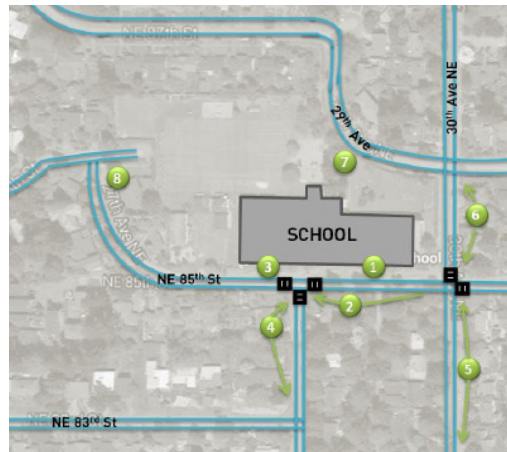
On your Base Map, indicate where your volunteers will stand and what area they will be in charge of observing. On the other side of that document, include a written description of each assigned area to prevent double counting (see example below).

Design an Observation Tally form for each location. From the template drop-down menu, choose up to three pedestrian behaviors and up to three driver behaviors per location. Refer to the glossary of behaviors on pages 6 and 7 to determine which behaviors to look for at each location. Tallies will be tailored to each location. Save and label each version separately for future use. (Step 6a)

Compile these documents on a clipboard for each of the observation volunteers.

Fill out a Cover Sheet

This will make it possible to compare the baseline observation with the follow-up. It will also help with the timing of the observation and tracking volunteers. File this page with all the data you collect from the observation.



Sample of a location illustration with written descriptions to prevent double counting

Keep these documents for later comparisons.

Location 1) You are in charge of the curb in front of the school and the east crosswalk at 29th. Look for cars traveling westbound only.

Location 2) You are in charge of the south side of the street in front of the school. Look for cars traveling eastbound only.

Location 3) You are in charge of any drop-off/pick-up activity on 85th west of 29th. You will also observe the west-most crosswalk across 85th.



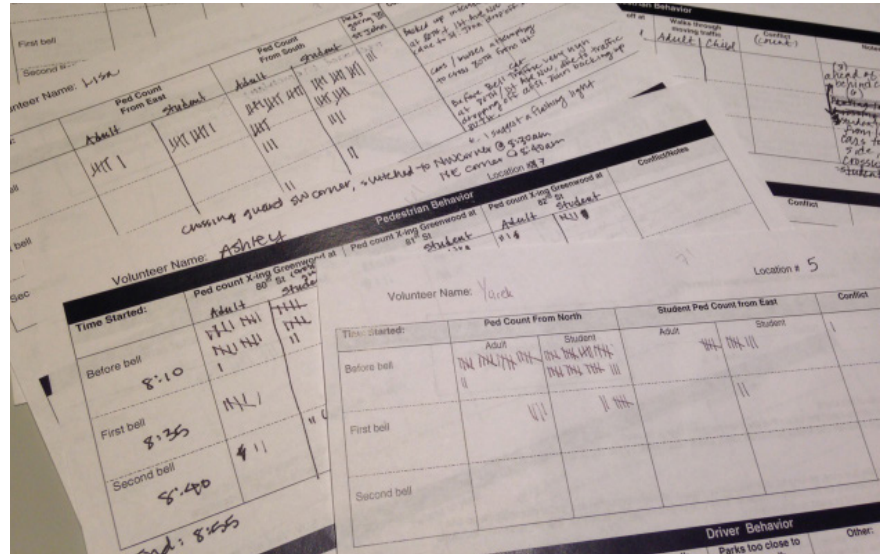
Step 2d

Conduct a baseline observation

Choose a typical travel day. Tuesdays, Wednesdays, or Thursdays are recommended. Make sure there are no field trips or other large events that might affect school travel that day.

- Gather your volunteers at least 30 minutes prior to the start so that you can orient them to the task.
- Assign placements and distribute tallies to each volunteer.
- In the morning, observe 30 minutes before the bell and 15 minutes after.
- In the afternoon, observe 15 minutes before the bell and 30 minutes after.

Gather all the tallies, thank volunteers, and announce the time and place of your next safety committee meeting so they may attend.



You will need 6-8 volunteers to conduct the observation. It is best to have parents or other family members in this role, rather than well-known staff people who would likely affect the behavior of others. Volunteers should not wear safety vests or otherwise be made to stand out.

Keep all tally sheets and data on file for future comparisons.



Step 3 Brainstorm Solutions

Much of the work up to this point can be carried out by your core group members. When you get to brainstorming solutions, however, it is critical to bring as many people together as possible. This will help ensure that your plan is feasible and has wide support from the start. It will be invaluable when you implement changes and enforce new behaviors. Steps 3a and 3b will help you prepare for your meeting in step 3c. Step 3d will result in agreement over what the arrival and departure procedures should be.

For step 3 you will need:

- Your Base Map
- Improvement Plan Table template

Step 3a

Invite the right people to the table

Prepare for a Safety Committee meeting with your regular members plus as many of the following people as possible:

- Your principal if they are not already part of the committee
- Volunteers from the observation
- Staff people who are invested in the issue
- Parents and other family members who use all modes of transport
- Neighbors
- A local traffic police officer
- School District Transportation and your local Department of Transportation (ask the principal who these people are)

If more than one meeting will be necessary, set a schedule in advance with regular meetings at a time that all or most can attend.



Step 3b

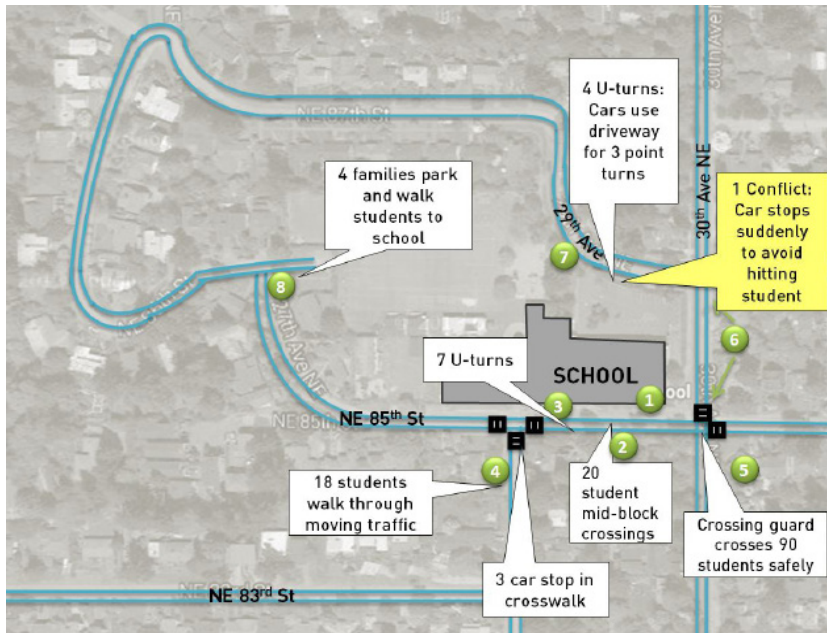
Analyze data

In preparation for your first meeting following the observation, gather the observation tallies and study them for telling numbers. Quantify the most important findings, both good and bad.

Consolidate the most critical data from your observation into the “problems by location” column in the first chart of the **Improvement Plan Table**.

You can also create a visual representation of the situation, by using PowerPoint to insert call boxes with numbers directly on your base map. (see illustration)

Location Illustration Example



Step 3c

Build a Safety Improvement Plan

You can now meet to share observation findings and brainstorm solutions with your Safety Committee and volunteers. Print copies of the two documents you made in step 3b to use as a focus for your discussion.

Complete the second and third columns of the first chart in the Safety Improvement Plan with your group. When brainstorming solutions, consider the “4 E’s” of Safe Routes to School:

1. **Education.** Are there problems you can address by educating people who use your space to do so safely?
2. **Encouragement.** Can you offer incentives to students or families to better follow the rules, and/or to walk or bike more often?
3. **Enforcement.** Do you have parking or traffic issues severe enough to ask for help from police traffic officers? Are there ways for the community to better enforce safe travel?
4. **Engineering.** Physical improvements like new sidewalks might be impractical without major funding. Using cones, sandwich boards or signs can be very effective ways to alter the built environment for better use.



Step 3d

Solidify your arrival and departure plan.

Before leaving your brainstorming meeting, your team should be able to agree to the rules and procedures for optimal safety during arrival and departure. Refer to page 4 of this booklet (Key aspects of a good arrival and departure plan) for guiding principles.

Looking at your base map, and/or sketching the campus on a white board, locate the following major elements:

- Parent pick-up drop-off area (by car)*
- Bus load zone
- Special Education bus zone
- Walk routes to open doors and meeting spaces
- Bike parking with safe routes to get there
- Legal parking on side streets (“Park and Walk” locations)

Examine current practices for how students may enter or be dismissed from the buildings and adapt as necessary to match the plan.

*Many schools use their parking lot for drop-off and pick-up by car. This can feel convenient if it is near the school entry, but can cause problems if it is not supervised or run correctly. See “Student Drop-off and Pick-up Tools,” a guide from the National Center for Safe Routes to School, for a more in-depth look at this issue:

- http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Dropoff-Pickup.pdf, or
- http://guide.saferoutesinfo.org/dropoff_pickup/student_drop-off_and_pick-up_tools.cfm

A KEY NOTE ABOUT DECISION-MAKING:

The Safety Committee plays an advisory role to the school principal, who has the ultimate decision making responsibility for the arrival and departure plan. You might choose to have the principal give an official go-ahead with your plan at the end of this meeting.



Step 4 Create a circulation plan and flyer

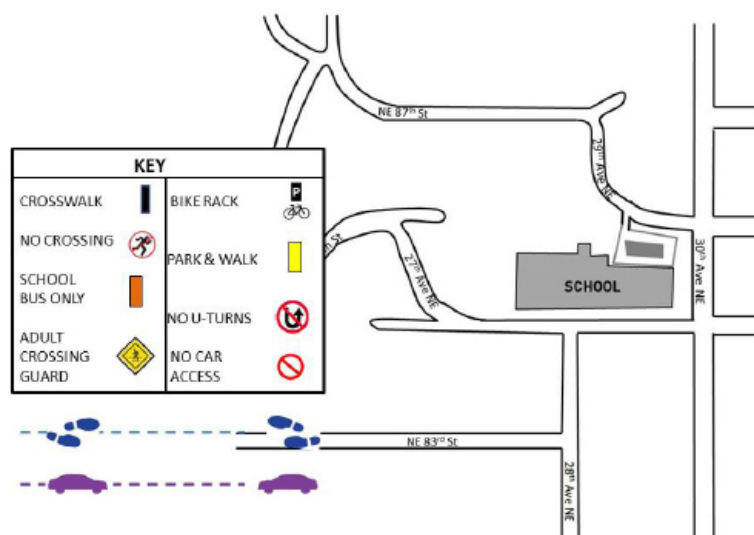
One of your main tools for communication will be to have a Circulation Plan on paper to distribute to families and staff. Make the Circulation Plan image by using your base map in PowerPoint, and then insert the image into a Circulation Flyer template with written instructions.

For step 4 you will need:

- Common Elements of a Circulation Plan
- The Circulation Plan Key and Symbols document (PowerPoint document)
- The Circulation Flyer template
- Flyer translations, as fitting for your community

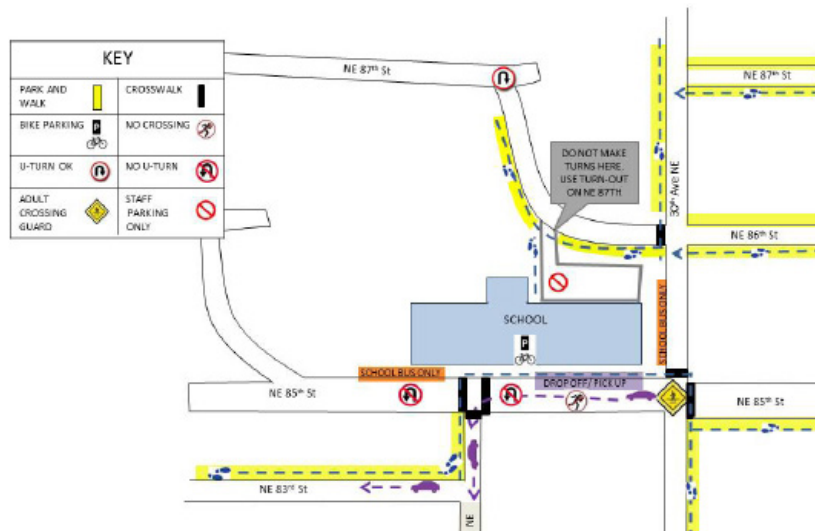
Step 4a

Drag and drop your base map slide into the Circulation Plan Key and Symbols document.



Step 4b

Copy and place icons at the appropriate locations. Adapt the key and place it on the image.

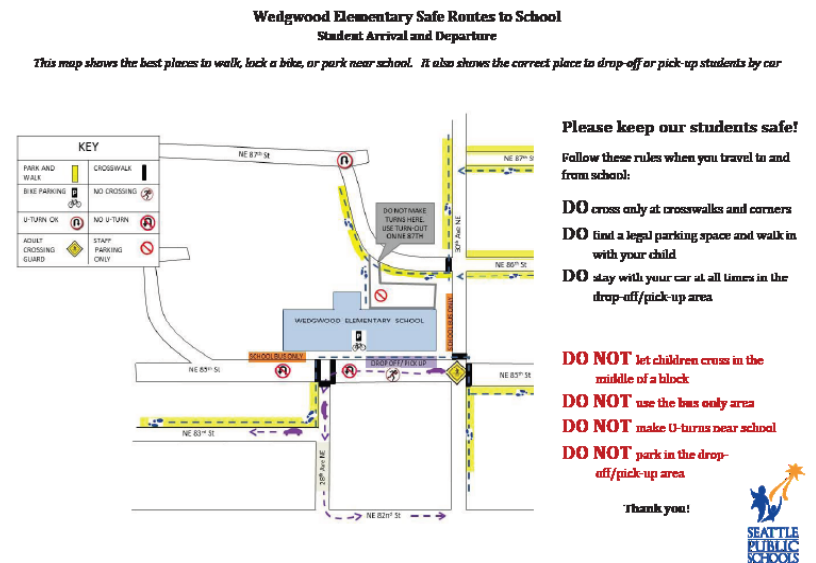


Step 4c

Save the image as a jpeg file

Step 4d

Open the Circulation Flyer template and insert the jpeg file into the box.



Step 5 Implement changes

Most solutions for arrival and departure troubles require behavior change from the people who use the space. It is therefore important to focus heavily on communications, and to time your intervention to the times of year people will be most open to adapting their habits. The best model is to introduce the plan at the end of the school year, and then to implement the new circulation procedures in the fall.

For step 5, you will need:

- Your Improvement Plan Table (from step 3c)
- Your Circulation Plan Flyer (from step 4).
- Communications Plan template

Step 5a

Create an implementation and communications timeline

Hold another Safety Committee meeting. Bring the Circulation Plan Image and Circulation Flyer to this meeting to receive team approval. Review your completed table of proposed solutions (from Step 3c), and build out your plan of action. As you discuss solutions, use the **Communications Plan template** table to assign action steps. Place those action steps in a simple timeline to see how your plan will play out over time.

Step 5b

Implement the changes

This step requires rigorous involvement and reliability on the part of all involved. Keep track of progress by referring to your plan and timeline often. Check in with people who have signed up for different tasks to assure that all tasks are completed. Look for emerging opportunities for additional communication.



Step 6 Evaluate and adjust

Twelve months following your baseline observation, organize a follow-up observation to measure the changes. Going through the steps a second time will be faster and easier. Depending on how detailed your original observation was you might choose to simplify by targeting just the issues addressed by your intervention. However, continue to look 360 degrees around the school, and stay mindful of the possibility that new issues might emerge.

For step 6, you will need

- Documents on file from your first observation: completed Coversheet, completed Location Illustration, written Location Descriptions.
- Coversheet template
- Observation tallies for each location (saved from step 2b)
- Clipboards and pens for volunteers
- Results Table

Step 6a

Compile observation documents

Reuse or re-print your **location illustration** and written **location descriptions** for each volunteer.

Print out new blank observation tally forms for each location. (Remember that these are different for each location).

Fill out a new **Cover Sheet**, date it, and clearly label it as the follow-up document.

A KEY NOTE ABOUT EVALUATION:

Improving arrival and departure procedures is incremental and should be revisited by the Safety Committee on an annual basis. Improvements will become more noticeable with time as the rules are reinforced and modeled for incoming families.



Step 6b

Conduct the follow-up observation

As in step 2b, choose a typical travel day. Tuesdays, Wednesdays, or Thursdays are recommended. Make sure there are no field trips or other large events that might affect school travel that day.

- Gather your volunteers at least 30 minutes prior to the start so that you can orient them to the task.
- Assign placements and distribute tallies to each volunteer.
- In the morning, observe 30 minutes before the bell and 15 minutes after.
- In the afternoon, observe 15 minutes before the bell and 30 minutes after.

Gather all the tallies, thank volunteers, and announce the time and place of your next Safety Committee meeting so they may attend.

Step 6c

Create a results table to review at your next Safety Committee meeting.

Analyze the data from the observation and fill out a **Results Table** in preparation for your next Safety Committee meeting. This is your chance to objectively examine what has improved and what still needs to be done. Circle back to step 3.

Thanks for being a part of creating a safe place for people to walk and bike!



APPENDIX

TEMPLATES

Observation Coversheet

Observation Tally

Improvement Plan Table

Common Elements of a Circulation Plan

Circulation Plan Key and Symbols

Circulation Flyer

Circulation Flyer Translations

Communications Plan

Results Table



Observation Coversheet

Meeting time

Depending on how familiar your volunteers are with the process, you will need to leave enough time before the observation starts to orient volunteers to the forms and task at hand. It's typical to leave a full half hour before the starting time for first-time observers.

When to conduct an observation


Observations should be conducted on Tuesdays, Wednesdays, or Thursdays, as travel routines are most typical mid-week. Check the school calendar to be sure to choose a date that does not have any events to affect school travel routines, such as large field trips, talent shows, or other school-wide happenings.

When to conduct a follow-up observation

Conduct a follow-up observation twelve months after the baseline to minimize any additional variables.

What to do with the data you collect

When you have completed the observation, staple this cover sheet to the observation tallies and save for future reference. Do not discard the cover sheet or tallies, even after you have analyzed the data and prioritized a plan. The raw data is very useful for clarification throughout the improvement process.



OBSERVATION COVER SHEET
(see side two for notes and recommendations)

BASELINE FOLLOW-UP

Date: _____

School: _____

Student population at time of observation: _____

Number of buses serving school this year: _____

Morning Observation:

_____ Meet

_____ Observation begins
(30 minutes before first bell)

_____ Final bell

_____ Observation ends
(15 minutes after final bell)

Afternoon Observation:

_____ Meet

_____ Observation begins
(15 minutes before first bell)

_____ Bell rings

_____ Observation ends
(30 minutes after final bell)

Morning Volunteer	Location number

Afternoon Volunteer	Location number

Observation Tally



Pedestrian Behavior	
Today's Date _____ School _____	<input type="checkbox"/> Drop-off (before school) <input type="checkbox"/> Pick-up (after school)
Your Name _____ Location # _____	

DIRECTIONS

- Fill out the heading on both sides of this sheet.
- Use the drop down menu in the table to select the issues that are most pertinent to your location.
- Make additional notes if you notice behavior that affects pedestrian safety and is not covered by this check list.

LOCATIONS

Common observation locations include the bus zone, parking lot, drop-off/pick-up area, a nearby intersection or a street drop-off/pick-up site. Think about which areas are the most problematic for the safety of students. Look 360 degrees around the school. People observing locations next to each other need to discuss a cut-off point to avoid double-counting.

VEHICLES

You will observe private vehicles using the area for student drop-off or pick-up. "Private vehicle" refers to any car, truck, SUV, Van, etc. that actively carries students to or from the campus. Do not include buses or drive-through traffic. Only count vehicles that are actively dropping off or picking up students.

CHOOSING WHAT BEHAVIORS TO OBSERVE AND RECORD

Since each school and each location will have a different set of issues, this form is customizable using the drop down menu. As you plan your observation, identify the behaviors that affect students most once they exit the car, as they enter the car, and/or as they walk or cycle in the area. It is not possible to observe and record everything. Choose up to three behaviors for each location. The behaviors chosen can and should be different for different locations, but must remain the same between the baseline measure and the follow-up measure.

"CONFLICT"

The column titled "conflict" refers to any interaction between pedestrian and car in which any party abruptly changes speed in order to avoid a collision or near collision. For instance, a pedestrian speeds up mid-crossing to avoid a moving car, or a driver breaks quickly to avoid a pedestrian. Conflicts between two cars should not be noted in this column. Use the "notes" column instead.



Volunteer Name:

Location #

Time Started:	Choose an item.	Choose an item.	Choose an item.	Other:	Conflict	Notes
Before bell						
After bell						

Driver Behavior						
	Choose an item.	Choose an item.	Choose an item.	Other:	Conflict	Notes
Before bell						
After bell						
Time Ended:						



Improvement Plan Table

Summarize the results of the observation below, looking at problems or other observations at each location. As a group, brainstorm possible solutions, expanding ideas to encompass the 4 "E's": Education, Encouragement, Enforcement and Engineering.

Problems/Observations by Location	AM	PM	Proposed Solutions	Goal
Parking Lot				
Bus Area				
Location 1				
Location 2				
Location 3				



Common Elements of a Circulation Plan

Your circulation plan visual should ideally display the best places for students and families to walk, lock a bike or park near school. The map should also display the correct places to drop-off or pick-up students, and the designated school bus zones.

The following icons are included in the circulation plan template:



Suggested Walk Routes indicate the safest way for students to access the school on foot. Walk routes need to match the way students are received and dismissed from the school. In general these routes should cross the fewest streets and driveways and use existing sidewalks, marked or signalized intersections.



Bike Parking shows the location of existing bike racks.



Park and Walk highlights areas where drivers can legally park their vehicles and walk to the nearest school entrance.



Adult Crossing Guard should be placed in the intersection where an adult crossing guard is present



No crossing emphasizes areas with high risk for pedestrian-car conflicts. For instance, places where people are tempted to cross in the middle of a block through moving traffic rather than walking to a corner.



Do Not Enter calls out areas that are closed to vehicles during arrival and departure times.



Drop-off and Pick-up Zone represents a single row of vehicles as they drop-off or pick-up students. Use arrows with this symbol to direct drivers away from walk and bike routes. The basic rules of operation are for drivers to pull forward and to always stay with their vehicle.



No U-Turn indicates areas with high risk for pedestrian-car conflicts when drivers are tempted to switch direction in the presence of pedestrians. “U-Turn” refers to any maneuver in which drivers reverse direction, including U-turns, 3-point turns, and using a driveway or alley to maneuver and reverse.











School Bus Only indicates the school bus zone, typically designated by district transportation department. There may be a separate school bus zone for special education buses.



Circulation Plan Key and Symbols

This slide contains the icons needed for a circulation visual in color or in black and white.

- 1) Insert your base map image on a new PowerPoint slide.
- 2) Cut and copy icons as necessary to represent your circulation plan
- 3) Delete these instructions

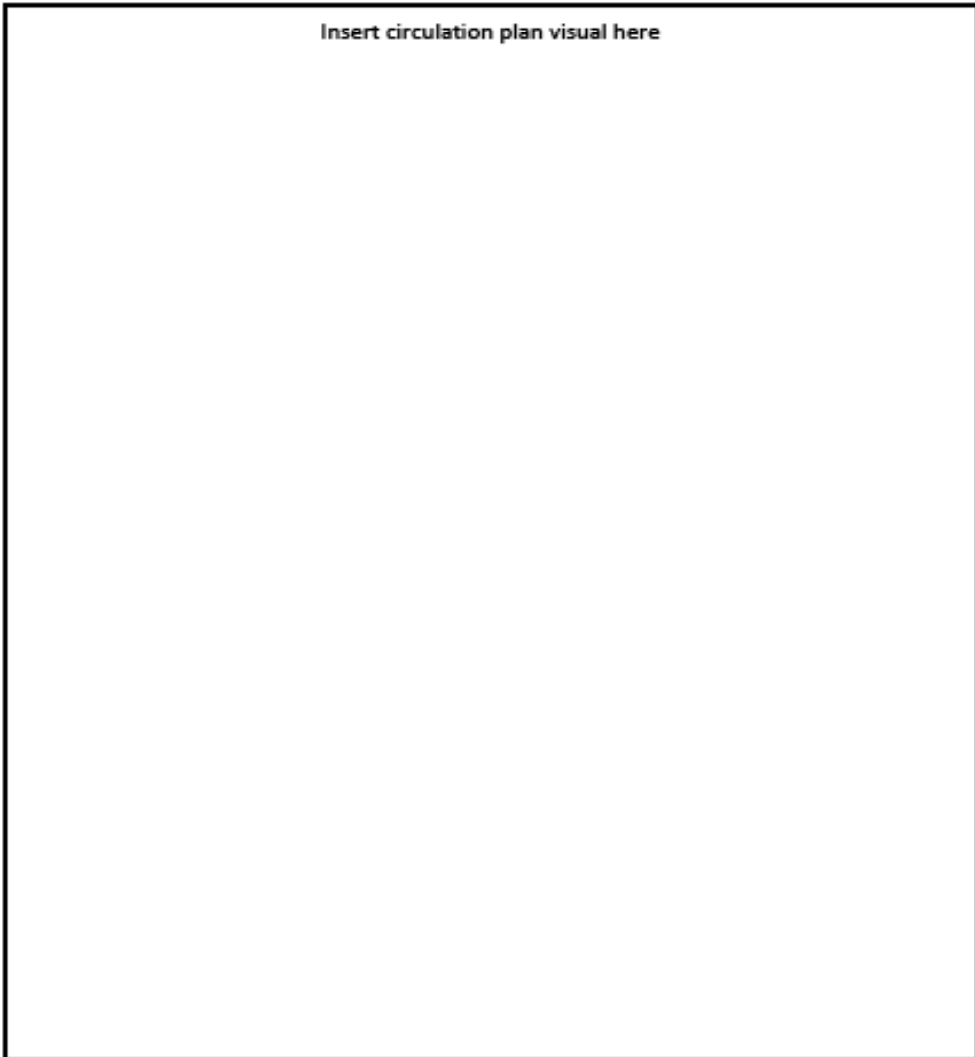
KEY			
CROSSWALK		BIKE RACK	
NO CROSSING		PARK & WALK	
SCHOOL BUS ONLY		NO U-TURNS	
ADULT CROSSING GUARD		NO CAR ACCESS	



Circulation Flyer

******YOUR SCHOOL NAME**** Safe Routes to School
Student Arrival and Departure**

This map shows the best places to walk, lock a bike, or park near school. It also shows the correct place to drop-off or pick-up students by car.



Please keep our students safe! Follow these rules when you travel to and from school:

DO cross only at crosswalks and corners

DO find a legal parking space and walk in with your child

DO stay with your car at all times in the drop-off/pick-up area

DO NOT let children cross in the middle of a block

DO NOT use the bus only area

DO NOT make U-turns near school

DO NOT park in the drop-off/pick-up area

Thank you!



Circulation Flyer Translations

Spanish

Este mapa muestra los mejores lugares para caminar, asegurar una bicicleta o estacionarse cerca de la escuela. También muestra los lugares apropiados para dejar y recoger a los estudiantes cuando estos son transportados por sus padres.

¡Mantengamos a nuestros alumnos seguros!

Siga estos reglamentos para cuando venga y regrese de la escuela:

CRUCE solamente en el cruce de peatones y en las esquinas

BUSQUE un lugar permitido para estacionarse y camine con su niño hasta la escuela

PERMANEZCA en su automóvil en todo momento en el área donde deja y recoge a su niño

NO PERMITA que los niños crucen a media cuadra

NO utilice la zona exclusiva para autobuses escolares

NO dar vuelta en U cerca de la escuela

NO estacionarse en área de carga y descarga

¡Gracias!

Somali

Khariidaddan ayaa muujinaysa meelaha ugu wanaagsan ee la lugeeyo, ama lagu qufusho baaskiilka, ama gaadiidka la dhigto dugsiga agtiis. Waxa kale oo waliba ay tusaysaa goobta saxda ah ee ardayda la dhigo ma lagaga soo qaado baabuurka.

Fadlan badbaado u yeel ardaydeena! Raac xeerarkan markaad tageyso iyo markaad ka imanayso dugsiga:

KA gudub kaliya ugu talagalka ka-talowiyada iyo koonayaasha

S00 hel meel gaadiid-dhigasho sharci ah oo la soo lugee ilmahaaga

KU jir baabuurkaaga had iyo jeer meelaha dhigitaanka/ka-qaadka ardayda

HA oggolaan inay carruurta jidka kaga gudbaan badhtamaha sakadda

HA isticmaalin aagga ay ku taal bus only (kaliya baska)

HA ka samayn Dib-u-leexasho (U-turn) meelaha ku dhow dugsiga

Ha dhigan gaadiidka meelaha dhigitaanka/ka-qaadka ardayda

Mahadsanid!



Somali

Khariidaddan ayaa muujinaysa meelaha ugu wanaagsan ee la lugeeyo, ama lagu qufusho baaskiilka, ama gaadiidka la dhigto dugsiga agtiis. Waxa kale oo waliba ay tusaysaa goobta saxda ah ee ardayda la dhigo ma lagaga soo qaado baabuurka.

Fadlan badbaado u yeel ardaydeena! Raac xeerarkan markaad tageyso iyo markaad ka imanayso dugsiga:

KA gudub kaliya ugu talagalka ka-talowyada iyo koonayaasha

SOO hel meel gaadiid-dhigasho sharci ah oo la soo lugee ilmahaaga

KU jir baabuurkaaga had iyo jeer meelaha dhigitaanka/ka-qaadka ardayda

HA oggolaan inay carruurta jidka kaga gudbaan badhtamaha sakadda

HA isticmaalin aagga ay ku taal bus only (kaliya baska)

HA ka samayn Dib-u-leexasho (U-turn) meelaha ku dhow dugsiga

Ha dhigan gaadiidka meelaha dhigitaanka/ka-qaadka ardayda

Mahadsanid!

Vietnamese

Tuyến Đường An-Toàn tại Trường Cơ-Sở Highland Park

Đường cho Học-Sinh Đến và Đi

Bản đồ này chỉ dẫn nơi tốt nhất để đi bộ, khóa xe đạp, hoặc đưa xe gần trường. Cũng chỉ dẫn nơi được đưa học-sinh đến hoặc đón về bằng xe hơi.

Vui lòng bảo vệ học-sinh của chúngta được an-toàn ! Tuân theo những điều-lệ khi quý-vị đi và đến trường.

NÊN chỉ sang đường nơi dành riêng cho người đi bộ và nơi góc đường.

NÊN tìm nơi đậu xe hợp pháp và đi vào cùng với con em của quý-vị.

NÊN luôn mọi lúc bên xe của quý-vị trong khu-vực đưa và đón.

KHÔNG NÊN để trẻ em sang đường ở giữa khu phố.

KHÔNG NÊN sử dụng khu-vực dành riêng cho xe buýt.

KHÔNG NÊN lái xe quay ngược lại khi gần trường.

KHÔNG NÊN đậu xe trong khu-vực đưa / đón.

Cảm ơn quý-vị!

Communications Plan

Without strong communication, your school zone becomes a free-for-all. Make a plan to broadcast the rules and expectations clearly and often. Likely suggestions are included in grey. See page 5 for more suggestions that may fit your school.

	Communication Method	Deadline	Person in Charge
Spring	1. Send Circulation Flyers home with families		
	2. Present to staff meeting		
	3.		
	4.		
	5.		
summer	1. Have an information table at summer picnic for incoming families		
	2. Include circulation plan in student handbook		
	3.		
	4.		
	5.		
fall	1. Place circulation plan in first-day packets		
	2. Robo-call from principal to all families		
	3. Staff a table at curriculum night		
	4.		
	5.		
wi nt	1. PTA Presentation – emphasize safety and visibility		

Date:
For questions, contact:



Results Table

Results Table

After your follow-up observation, copy the problems from the first column of the Improvement Plan Table you completed in step 3. Compare the results from the second observation to see what was improved and what still needs to be done.

Problems/Observations by Location	AM	PM	Implemented Solutions	Results
Parking Lot				
Bus Area				
Location 1				
Location 2				
Location 3				

Overall, what has improved?

What has stayed the same?

Have any new problems developed? Why?

At this point, you have returned to Step 3: Brainstorming Solutions.



MADE POSSIBLE WITH FUNDING FROM



SPECIAL THANKS TO



CREATED BY



314 First Avenue South, Seattle, WA 98104
206.652.2310 | info@feetfirst.org | www.feetfirst.org